5.R.1.1   Students are able to **use knowledge** of <u>word categories</u> and <u>word parts</u> to **determine** meaning of unknown words.

Verbs Defined:
- use knowledge – show what I know by reading and/or writing

Key Terms Defined:
- word categories – antonyms/synonyms, homophones/homographs, compound words, multiple meaning words
- word parts – root words, prefixes, suffixes

Teacher Speak:
Students are able to use knowledge of (show what I know by reading and/or writing) word categories (antonyms/synonyms, homophones/homographs, compound words, multiple meaning words) and word parts (root words, prefixes, suffixes) to determine meaning of unknown words.

Student Speak:
I can determine the meaning of unknown words by showing what I know by reading and/or writing about (use knowledge)
- word categories
  - antonyms/synonyms
  - homophones/homographs
  - compound words
  - multiple meaning words
- word parts
  - root words, prefixes and suffixes

5.R.1.2 Students are able to **apply** <u>comprehension strategies</u> to **construct meaning** from <u>literary</u> and <u>content area</u> text.

Verbs Defined:
- apply – use in writing and/or speaking
- construct meaning – build understanding

Key Terms Defined:
- literary – fiction, nonfiction, poetry, drama
- content area – subject areas
- comprehension strategies:
  - connecting
  - questioning
  - inferring
  - visualizing
  - determining importance
  - synthesizing
  - monitor for meaning

Teacher Speak:
Students are able to apply (use in writing and/or speaking) comprehension strategies (connecting, questioning, inferring, visualizing, determining importance, synthesizing, and monitor for meaning) to construct meaning (build understanding) from literary (fiction, nonfiction, poetry, drama) and content area (subject area) texts.

Student Speak:
I can build understanding (construct meaning) from fiction, nonfiction, poetry, drama (literary) and subject area (content area) texts by using
- connecting - text to text, text to self, text to world
- questioning – before, during, and after
- inferring – making predictions and drawing conclusions from text
- visualizing
- determining importance
- synthesizing – bringing together what I know and creating something else based on their understanding of the text
- monitoring for meaning

in writing and/or speaking (applying) comprehension strategies.

5.R.1.3 Students will be able to **analyze** <u>organizational features</u> to **determine** important ideas in fiction and <u>informational text</u>.

Verbs Defined:
- analyze – look at for understanding
- determine – find out by writing and/or speaking

Key Word Defined:
- organizational features
  - table of contents
  - chapter headings
  - title page
  - illustrations
  - captions
  - glossary
  - headings
  - bold and italic print
  - index
- informational text -- nonfiction

Teacher Speak:
Students are able to analyze (look at for understanding) organizational features (table of contents, chapter headings, title page, illustrations, captions, glossary, headings, bold and italic print, index) to determine (find out by writing and/or speaking) important ideas in fiction and informational text (nonfiction).

Student Speak:
I can find out by writing and/or speaking (determine) important ideas in fiction and nonfiction (informational text) by looking at:
- table of contents
- chapter headings
- title page
- illustrations
- captions
- glossary
- headings
- bold and italic print
- index

(organizational features) for understanding (analyzing).

5.R.2.1 Students are able to **determine** the <u>organizational structure</u> of various texts in order to **facilitate comprehension**.

Verbs Defined:
- determine -- figure out
- facilitate comprehension -- help understand what is read

Key Terms Defined:
- organizational structures:
  - cause/effect
  - comparison/contrast
  - conflict/resolution
  - description and sequence

Teacher Speak:
> The student will be able to determine (figure out) the organizational structures of various texts (cause/effect, comparison/contrast, conflict/resolution, description and sequence) in order to facilitate comprehension (help understand what is read).

Student Speak:
> I can help understand (facilitate comprehension) what I read by figuring out (determining) these organizational structures
> - cause/effect
> - comparison/contrast
> - conflict/resolution
> - description and sequence
>
> of various texts.

5.R.2.2 Students are able to **recognize** the importance of <u>literary elements</u> and <u>literary devices</u>, and **consider** how they **affect** the message.

Verbs Defined:
- recognize -- explain in writing and/or speaking
- consider -- judge
- affect -- influence

Key Terms Defined:
- literary elements:
    - characterization
    - setting
    - plot
    - theme
    - point of view
- literary devices
    - alliteration
    - metaphor
    - simile
    - personification
    - imagery
    - symbolism
    - onomatopoeia

Teacher Speak:
> The student will be able to recognize (explain in writing and/or speaking) the importance of literary elements (characterization, setting, plot, theme, and point of view) literary devices (alliteration, metaphor, simile, personification, imagery, symbolism, onomatopoeia) and consider (judge) how they affect (influence) the message.

Student Speak:
> I can explain in writing and speaking (recognize) the importance of:
> - character traits (characterization)
> - when and where the story takes place (setting)
> - events leading to problem and solution (plot)
> - main idea (theme)
> - who is telling the story (point of view)
>
> (various literary elements)
> - words beginning with the same sound (alliteration)
> - comparing two unlike objects (metaphor)
> - comparing two unlike objects using the words like or as (simile)
> - giving a human quality to something not human (personification)
> - picture in your mind (imagery)
> - an object representing an idea (symbolism)
> - a word that sounds like its definition (onomatopoeia)
>
> (literary devices) and judge (consider) how they influence (affect) the message.

5.R.3.1 Students are able to **question** and **compare** <u>literary selections</u> from the <u>perspective</u> of various <u>cultures</u> and <u>time periods</u>.

Verbs Defined:
- compare – decide in writing and/or speaking how selections are the same

Key Terms Defined:
- literary selections -- fiction, non-fiction, poetry, drama
- perspective -- point of view
- cultures -- groups of people based on age, gender, religion, ethnicity and ways of life
- time periods -- a time surrounding major events that influenced culture.

Teacher Speak:
The students are able to question and compare (decide in writing and/or speaking how selections are the same) literary selections (fiction, non-fiction, drama, poetry) from the perspective (point of view) of various cultures (groups of people based on age, gender, religion, ethnicity and ways of life) and time periods (a time surrounding major events that influenced culture).

Student Speak:
I can ask questions and decide in writing and/or speaking how selections are the same (compare) in fiction, non-fiction, poetry, and drama (literary selections) from the point of view (perspective) of various groups of people based on age, gender, religion, ethnicity and ways of life (cultures) and a time surrounding major events that influenced culture (time periods).

5.R.4.1 Students are able to **locate** and **determine** the importance of <u>information</u> for use in <u>study and research</u>.

Verbs Defined:
- locate -- find
- determine -- decide

Key Terms Defined:
- information -- printed text: almanac, atlas, map, CD-Rom, website, magazine, traditional encyclopedia, nonfiction
- study and research -- to read and learn about a topic

Teacher Speak:
> The students are able to locate (find) and determine (decide) the importance of information (printed text) for use in study and research (to read and learn about a topic).

Student Speak:
> I can read and learn about a topic (study and research) by finding (locating) information in:
> - almanac
> - atlas
> - map
> - CD-Rom
> - website
> - magazine
> - traditional encyclopedia
> - nonfiction
>
> printed text) and deciding (determining) its importance. (

5.R.4.2 Students are able to **use** information from a variety of <u>formats</u> to **make** <u>inferences</u> and **report** <u>conclusions</u>.

Verbs Defined:
- report -- write or tell in my own words

Key Terms Defined:
- formats -- newspapers, books, magazines, tables, charts, maps, diagrams
- inferences -- joining prior knowledge and text clues to form an understanding
- conclusions -- final thoughts or ideas about a topic

Teacher Speak:
The students are able to use information from a variety of formats (newspapers, books, magazines, tables, charts, maps, diagrams) to make inferences (joining prior knowledge and text clues to form an understanding) and report (write or tell in my own words) conclusions (final thoughts or ideas about a topic).

Student Speak:
I can use information from a variety of newspapers, books, magazines, tables, charts, maps, diagrams (formats)
- to join prior knowledge and text clues to form an understanding (inferences)
- and write or tell in my own words (report) my final thoughts or ideas about a topic (conclusions).